

**Questions and Solutions:
The Problem-Solving Process and Interventions
for a Continuum of Services**

Session 4

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Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

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Avoiding Rocks, Thorns, and Glass *continued*

1:00 pm - 4:30 pm

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Ms. Lamm: --drive from Bailey Bridge, oh look at everybody giving us five. Thank you so much for doing that. and you are real troopers, cause it is the, you know, long shank of the afternoon here. We've got the cookies I hope so you've got a little sugar boost. All right, so you're gonna hear some quick snapshots from about a few more schools, and the first up is going to be from Dale City Elementary, and my old stomping grounds in Prince William County. And Cindy Crowmiller is the principal, and she actually started in cohort one of PBIS, and that's been what, eight, seven, seven or eight years ago. So they've been doing PBIS for a long time, and then they integrated in Rtl, and Ruthann Bolan is their CEIS specialist. I guess I'm being redundant, early intervening specialist for, for Dale City Elementary. So they're gonna tell you a little bit about what they've done to make space in their day through scheduling for the interventions that are so important, who is getting this? You get this Ruth, okay, Ruthanne sorry.

00:01:01

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Ms. Crowmiller: Good afternoon everyone. I know it's been a long day we'll keep this to no more than ten minutes, and this is, this visual is kind of busy, but we, we wanted to share with you, I don't know who it was this morning that talked about Dr. Reddick, that talked about the nuggets that they learned from Dr. Reddick in the scheduling. But we, this will give you a picture of what Dr. Reddick talked about at the last meeting, what you, we actually developed a schedule based on his recommendations. Cause our belief is after three years of trying with fidelity to implement RtI using all the VDOE recommendations you know, it's a lot of work, but we realized we should have started with a master schedule. It is critical. So this is a sample of after lots of work over the spring and summer to develop a master schedule that supported the interventions and enrichment block.

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Ms. Crowmiller: So you can see, I mean you can't really see, it's too busy. But I just want, we had to build these IE blocks into our master schedule. They're in blue, 30 minutes of reading, 30 minutes of math for every grade level. So that started our process to actually doing the interventions every day with fidelity. We also felt like we had to build in on Fridays, Monday through Thursday these interventions would go on no matter what. On Fridays we said if we want class meetings to happen we've got to allow time for them. Fridays are the day during that hour block they do data tests with their children, goal setting with their students and class meetings. They're actually happening now because you've got to give the, as the other team said, you've got to make the time for it. So the other thing that we realized is given the new rigor, that's the new buzz word there this year isn't it? Rigor in the new standards that teachers have to have additional planning, whose got the money to keep paying subs and all that?

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Ms. Crowmiller: So we built in an hour and a half every single week for every single team to have this professional development planning time. And so you know, if you want, have any questions or want to see it in action you can email us but I, this is just the framework. It's critical. I really encourage all of you to try it, that is, that's about all I'm going to go into right now. I'm going to let Ruthanne follow up with how we defined our tiers at Dale City.

Ms. Bolan: The next thing that we have here is our tier definitions, and this template is a great framework. Earlier you guys were doing some work in your teams about what do we have in place, and what do we not have yet that we need to start looking at? This template will get you there very quickly, because you'll see empty boxes in the places that you don't have anything. This is so visually busy, you can see that Dale City is braiding the three areas reading, math and behavior across the top.

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Ms. Bolan: We're also braiding language into that, we're working on tiered interventions for articulation and language, but we thought that would be completely visually overwhelming. So I'm just gonna give you about 30 seconds to kind of look at this so you can see the organization. If you have any questions I can come around, but I am, I'm gonna talk about particular things but I just wanted to give you a second to absorb it.... So I hope you can see if you can read it in the back, I know you're probably a ways away, all the way down the right this is our tier one, this is our core instruction. So we have what, what are students gonna receive in their core in reading, in math, in behavior all the way down the line.

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Ms. Bolan: Assessments is an important line there, that's decisions that you'll have to make. A lot of the other things are already done for you, the state guidelines or your county guidelines in terms of what instruction they're gonna receive in reading, how many minutes and that sort of thing. Assessments may be partially done for you, but you might not have a universal screening, you might not have a progress monitoring tool. Those kinds of things are decisions that you'll have to make, also behavior is not quite so well outlined by the state, by the county. These are things that you'll have to put in place yourself as Carolyn said we've been a PBIS school for, you know, seven to eight years so we have a lot of these structures in place. But defining the tiers actually helped us find the gaps, so using this template to find the spaces where we, we didn't have anything, we didn't have the criteria exactly defined for the teachers. So you can take a look, the first month of school that's all about embedding behavior curriculum.

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Ms. Bolan: There is a curriculum, you have to teach it, procedures over and over and over. And then we defined and we created that time to have class meetings. In past years we said, it's an expectation that you'll have class meetings. But we didn't say when, it wasn't created in the schedule and so it didn't happen. So now that we have a time we can actually go around, we can walk in the classrooms, we know that it's their IE time, that on Fridays they're supposed to be doing class meetings. And it's a great way to see if they're happening. Criteria to move to tiers is also very important, when you're doing data based decision making it's really important that you know and everybody knows that it's not about how the teacher feels that kid is doing. Or how the interventionist things that they're progressing at any particular, you know, math or behavior, so we had to take those feeling words away and say for instance, for reading is their [DRA 2 ?] below the target? Is their AIMSweb score below the 25th percentile, what is their I-station tier look like?

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Ms. Bolan: You know, these are the things, and so if they meet the criteria then they'll be placed into a tiered intervention based on whatever diagnostic tools that we, that we follow up with. Same for math, same for behavior, that these are all data based decisions. At the time it's also something that you need to define at your school, at our school, you can go to the next page if you want to, at your school we decided that tier two interventions are going to be Monday through Thursday, and we decided that because a lot of people say oh three days a week is good but you always miss a day for something. There is always a field trip or somebody gets pulled for a child study meeting or something, so we decided to go all four days. And for 30 minutes, and we had scheduling problems out, I mean I spent, I can't tell you how much time. The entire month of October working out scheduling problems when we had one IE block, one 45 minute block, do they get reading or do they get math? Fight, fight, fight, fight, fight.

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Ms. Bolan: They need reading, they need math, so what we did is we created two 30 minute blocks. Now we don't have those arguments, now everybody gets their reading intervention and their math intervention or their extension block in either one. They might need reading and not math, so they get to do an extension activity for one. The exit criteria is also something that's important, when do they go back to tier one? So if they've been in a tier two intervention, when do they get to go back? If they've met the, if they've gone above the AIMESweb percentile, if they've met the target for their DRA then they can go back. And it was funny this time of the year, a lot of teachers said no this kid is, actually none of my kids need to be in interventions anymore they can just come on back to the classroom. It's funny at third, fourth, and fifth right before the SOLs they felt that their children just magically didn't need interventions anymore, so we'd say well let's look at the criteria. And another thing on the flipside a lot of interventionists didn't want to let the kids go.

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Ms. Bolan: They said, no, no, no he's still very fragile, yeah I think I need to keep him. You know, so that's another thing that we're working on in our school is that if they do meet the criteria to go back to tier one that's something that can happen. So I don't want to take too much more of your time, I just want to point out that as you start going through each of the categories in reading, in math and behavior you'll be able to see where you don't have criteria set up, where you need to have something in place. For instance parent involvement was something that we, you know, our school has about 80 percent, you know, free and reduced, 50 percent of our parents don't speak English. So we sort of you know, it was not something that we had a lot of you know, things set up for. So that helped us see, you know, I bet you know, some parents would like to observe a reading recovery lesson, and they do. And you know, [Ella Eli ?] has a great take home component, let's, let's really push that a little bit more and see if the parents can be more involved in that. so those are, this is just a great template.

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Ms. Bolan: Regina would be happy to share it with you, I know. If you want, or you can email us and let us know. Sometimes just having an example to look at can be really helpful, and your put in your own information. So anything else you want to go through? Okay, any questions?

Ms. Lamm: You did great, thank you. Let's give them some applause for that, fantastic. And there are many beautiful things that they are doing at Dale City, and great individual stories about students that I can testify to, about huge turnarounds. What's beautiful about this amongst many other beautiful things is that they have reading, math, behavior all together. We integrate the interventions when looking at the whole child at the same time. Not in separate categories like the child is cut in half, half academic, half behavior. So it, you're gonna hear a little bit more about that too, so thank you for that. What I want you to do is get our your takeaway sheet form, where did my handout go?

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Ms. Lamm: On page 29, and write down a takeaway that you got from Dale City while I switch over the slides from Meadowbrook. Okay, so write down one takeaway from Dale City that you might want to bring back to your school to talk about....

00:12:00

Ms. Lamm: ...Okay all right and this is Chad Knowles, and Chad Knowles is [Inaudible, 00:12:12]. Chad Knowles is an AP at Meadowbrook High school, [Inaudible, 00:12:24].

Mr. Knowles: Yeah I think it's funny we're talking about positive behavior intervention and supports is what I've got to talk about, and I feel like I'm punishing you that you've got to listen to me at 3:15, 3:20 after a long day of listening. So I'll be as brief as I can be and try to give you some highlights of what we've got going on in Meadowbrook. Like Ms. Lamm said, Meadowbrook we've over 1,600 students. We have 63 percent African American, probably 23 percent Hispanic, and the rest is other. So we are, we're very diverse, atypical population when you think about the demographics of the county.

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Mr. Knowles: We're, our attendance zone is close to the city so we have a lot of challenges, but we've been able to implement PBIS to positive results this year. I just arrived in August, and was given the, the privilege of working with the PBIS team, and they had talked about PBIS and tried to put a few things in for about a year. And this year we kind of dove into it head first and want to make a commitment. And we had a real advantage to what we were doing because we had Ms. Lamm as a resource, and some of this as you've seen some of the other schools in the county had implemented the process. And we, a lot of what you're gonna hear from Andrienne at L.C. Byrd is

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how we, what we used as our, we stole some of their good ideas, adjusted them to what we do at Meadowbrook and it's really been positive. So our school wide data driven problem solving, we prioritized school wide goals, and the main thing we heard from teachers we said, we need to start with something simple because we didn't want to try a big far reaching initiative and it not be successful.

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Mr. Knowles: And teachers lose confidence in the process, and when Carolyn and I got together over the summer and we sat down, I said I really want to start with a little teeny chunk that we can get them to buy into it kind of hook them, you know, we're fishing now. We get something where they're positive, they'll be interested and they can see that this works, so they wanted to reduce interruptions to instructional time, we utilized data analysis to learn more about the concerns and set up precision problem statements. We needed to get finite things that we wanted to change. one of the simple things we thought was visible and everybody could do was we said we want to do something about dress code, no hats, no hoods, no dew rags, hoodies, and we could attack that from a safety standpoint. We also looked at class disruptions and hallway issues, teachers were very upset the old policy with tardies was not successful. And we kind of learned by trial and error the PBIS team and I got together, and we came up with what we thought was a great alternative.

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Mr. Knowles: And we pitched it to the staff, and we had mutiny on the bounty. One of my guys that I'd worked with in another county, he was with me and Drew gets up there cause it's teacher driven, I had the teachers present it to the teachers. And this was gonna be a great thing, and he had to go get, we made a joke the next time he presented he wore catcher's gear, because he got beat up so bad in that presentation. So what we went, we went back and we used that motto, which is an online like a Facebook tool, and we did a survey and we gave them several suggestions, and options to do. And in the end they voted to do the one we had presented in the beginning, but when they thought it was their idea it was awesome. So hey whatever it takes, we just want it to be successful, and I just want Drew not to have to wear his catcher's gear again. So we had a new tardy policy, and we had hall passes. That was the other issue. We needed that consistency piece that we talked about before, that some people were saying just go to the water fountain, some people were giving you a note, some people were letting you carry a clipboard.

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Mr. Knowles: Some people and I really like this one, I wanted this one to be ours, cut out a toilet and hung it on a necklace and they had to wear it around. So when I saw them in the hall they were wearing a, a, and we had one teacher that even had a toilet

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seat that they had to carry with them. But we had to kind of break that down to get one policy, and we came up with a good policy that everybody was consistent on. One the dress code piece we talked about hats, cause we thought that would be really visible, easy to attack. When you're standing in our hallways you can tell whether that's working or not, we don't need real data, we don't have to go collect data. You can look down the hall and I can look across this room, nobody is wearing any head gear. And we could attack it from a, a safety standpoint and Ms. Lamm can attest, she came in the building one day early in the year and she goes wow this worked. This is working already, and what we did was we back to school night, ninth grade orientation night, we sent a little, the email blasts home. We called home with our, our system that gives, you know, information to everybody. So we attacked the hats, hood, dew rags and all head gear by trying to get that message out early to parents.

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Mr. Knowles: Get the parents involved, when they came back for back to school night, ninth grade orientation we hammered that home to them. And then we told teachers, when you see it make them take it off, take it away right away if they don't. Aero tolerance, just make it a visible thing and make them want to be in line and, and follow the rule. In the hallway we had to change our teacher behavior before we can change student behavior, get them outside of the classrooms, everybody is visible. You look down a hallways I see just as many teachers as I do students sometimes, that way when we had our tardy bell, and Ms. Lamm alluded to it earlier, we had a, a end of class bell. With one minute to go we had a little ding, ding, warning bell and the teachers and everybody in the hallways that's an adult starts yelling get to class, cut off your conversations, let's get moving, and if they got a group of students standing there talking and they haven't started moving I go stand in the middle of them. And they certainly don't want to talk around this, oh I got to get out of here.

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Mr. Knowles: Mr. Knowles does the most, that's their favorite saying, so we attacked it in that way. With the dress code like I said, the biggest part of it was getting teachers involved, and get them to be proactive. If they're walking by you with the hat ask them to take it off, if they don't we'll deal with it. But the other piece of that is re-teaching and you don't mean just re-teaching the first time. It's after we come back from Thanksgiving break, after we come back from the winter break, after we come back from spring break. If we have a teacher work day the rules don't disappear, and that's for teachers and students. You got to keep hammering it with that, and every week I do a mid-week update where I try to give them a quick and dirty of all they need to know for the week. And I do it on Wednesday because Mondays are busy, Fridays you're ready to roll out of there, Wednesday is hump day, something positive, and at the end I do good things I've seen or heard. And I start out by talking about and I name the teacher, you know, Mr. X did a great job doing this in the hallway.

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Mr. Knowles: And before it was all over, or at this point in the year I've got teachers reporting on other teachers. You need to come up to 800 hall, Mr. So and so is doing this, or Ms. So and so is doing that, or how come you didn't notice when I did this the other day? I didn't get mentioned, so they're reporting good things on each other. And they, and that positive peer pressure has helped the teachers re-enforce to the students. So that's been really good. Again with staff input, and if you haven't already made the mistake that we made, make sure you get your staff to vote on it and they had their input. School wide expectations, for one time around the hall, dress code, those three things were how we started it. Talked about the tardy bell, new procedures in the hallways as administrators we had to be a little bit more proactive and, and visible. Every child that passes me, I don't care if they've got the toilet around their neck, or the toilet seat in their hand whatever, where you going? Let me see your pass. It gives me a chance to interact with kids I haven't interacted with, but by this point in the year they see me coming, or they see an administrator coming, all right here you go.

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Mr. Knowles: I don't even have to ask anymore, or they flash the pass. It's an expectation, we changed the culture in the building. They know they can't get past us without that pass. So we have our no-fly zones that you probably heard of before, first ten minutes, last ten minutes nobody is out in the halls at all. They can go to the bathroom with an official pass in other times. Tardy sweeps, we've done tardy sweeps in the past and like I said I'm new to Meadowbrook so I hadn't been there for one and we did our first one about a week ago, two weeks ago now cause we're off for break. You know, they're getting a little antsy right before we get out for break, and we thought it was a good time to do a tardy sweep and put the clamps down on them. Well we announced it in the morning, we said tardy sweep. We're gonna do everything, make sure you're in class, and in the past when they did the tardy sweeps we had to set up extra tables at our tardy station in order to accommodate and process all the kids that were collected. We set up the extra tables, I'm ready for the rush. You know, we'd all assign each other halls, and we did our sweeps.

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Mr. Knowles: Two kids, two kids were tardy, 1,604, at least that's what's on the rolls today. That changes, so that was a big deal, and teachers got to see that. And then teachers said we need to tardy sweep every day. But it doesn't work every day, you know, but that was a positive, and we made that announcement to them. Hey great job today, everybody is where they're supposed to be, consistency. You've heard that all day, consistency with how we apply our, our consequences. Consistency with what we do with everything in the classrooms, and I heard somebody mention earlier you need to make sure that when you go to [Ms. Jone ?] class the same thing is going on in [Mr.

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Cylar's ?] class, and I don't get to wear my hat here, I don't get to listen to my headphones in this classroom. So making it consistent across the board. Same thing we've talked about all day, and this is a common theme, vision expectations. I talked about it earlier, we, we do the positive shout outs, and, and at faculty meetings we give the diamond award to teachers.

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Mr. Knowles: And we've got one of our PBIS team members who goes out, and I don't know how he does it, and I don't want to know, but he shames all the businesses into giving donations. You get free oil change coupons, or you get this, you get that. So our, our real focus for positive behavior interventions has been more towards the teachers and the staff and that has filtered it's way down to the, to the students. And I just was reading over the weekend, and I'm kind of ashamed to say you know, I was reading over the weekend on PBIS but I was, I don't have much of a social life. But George [Saguy, Saguy ?] I ran across an article about how the positive behavior intervention and supports is much more fulfilling to teachers than it is to students in the long run. And much more fulfilling to teachers in schools with socio, high socio economic challenges, or low socio economic status, those teachers who are in those environments they get more out of PBIS than schools that are in more privileged areas.

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Mr. Knowles: So I know if you're on my staff that means a lot to us, that we can walk out every day and have a positive, you know, positive result from our efforts. And here are our positive results, and we talk about data. These are, I don't know, my principal might not have wanted me to share the exact numbers, I'm not sure we should, but anyway our ninth grade tardies from last year through March, 2,461 and you see the reduction. And then tenth grade the reduction, eleventh, and this is the biggie, twelfth grade. Now what was so encouraging to me is I'm gonna have those ninth graders for three more years to change their behavior, but we were able to make that big of a change in our twelfth graders behavior in this short amount of time. So that shows you how powerful the system can be when you've got buy in from your teachers. And 37 percent education overall year to date from last year at this time, and we shared, we did a share out right before Christmas break or winter break we shared our statistics and we had, we were at 24 percent reduction.

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Mr. Knowles: So we've increased by 13 percent our impact just since December, so as the year goes on they aren't getting slack they're actually getting better. And so that was a huge moral booster for the staff, and you know, we got ready to leave for spring break they got to take that with them. That was a big deal, that was a big deal to us. Impact on instructional time, if you just say every tardy was five minutes and you multiplied that,

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that's 17,865 minutes of instructional time lost from tardies. All right, that means you got back from tardies excuse me. So that's a huge impact, and that's just considering the students who were tardy, that doesn't count the students in, the 20 students in the class that were impacted when the kid comes in late. So we take away the distractions, you know, students arrive late they're distracting others. We take that away and what an impact we can have on instruction overall.

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Mr. Knowles: And tier two intervention that we're starting, and this, Andrienne will probably go over more of this with what Byrd has done, they've done some fantastic things with it, and we're trying to steal some of their thunder over here at Meadowbrook. It's our on-time graduation cohort where we're gonna try to get seniors who are at risk to, to graduate and we came in, and we put the team together and we decided on a number of students. We're gonna attack 20 kids, which is a much smaller number than they did, she's gonna share probably all the good things that they've been able to achieve, and we went through and found 20 students who needed that intervention, they needed that level of support from a one on one with a teacher on a check-in, check-out. And we created a video for those students, I talked to every single one, and again these ideas come from others. We stole good ideas from other people, but I talked to every single person we chose, kid we chose, and sold them the program. Said you've got to want to do this, if somebody is gonna invest all this time in you you've got to make a commitment too, are you ready? And believe it or not the overwhelming number of kids were like oh my gosh, I got chosen for this? I've never been chosen for anything in my life. This is awesome.

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Mr. Knowles: I didn't tell them it's not the greatest thing to be recognized for, but again whatever it takes I'll go with it. And they were like, they thought they'd been picked to be on Price is Right, come on down. They were excited, and we did a video with our class. We have a film class, and they sat down and I had it with me but I'm not going to show it to you this afternoon. I know you've got, and we were sitting there and the each of them got scripted a little thing to say. We showed it to our faculty, and the faculty picked them by virtue of that little, what we called audition tape. I said this is your big audition tape, you can go from there. So that worked out well. And just additional outcomes, all the same things you've heard all day long, but the main thing was our staff feels empowered. I can't tell you how many times it's, it's been a source of pride for me for them to come and say hey this works. We can do this, and I was like of course you can because the first faculty meeting I went to and I pitched this to them they're like, we've tried this before.

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Mr. Knowles: These kids told me when they left last year they run the school. I was like, no they don't and as long as you tell them they don't and you give them the, you set an expectation they'll meet it. And then I went home and prayed that that would happen, cause I would be the worst AP in the world when they came back and I couldn't get control. I had nightmares, but in the end it has worked. And it's been great for the staff, and, and we've had a great experience with it. And we hope to continue some of that success, and I appreciate your patience in listening to what we had to say. [Tape cuts]...

00:28:00

Ms. Lamm: ...I'm not gonna talk anymore, I just want the sound for this to work. Can you make the sound for this to work? I'll hit-- [Tape cuts]...

[Video - See Ms. Lamm's PowerPoint presentation]

00:29:00

00:30:00

[Tape cuts]

Ms. Lamm: Yes, sorry, okay so you can see they made this video, the kids, these were kids who were in danger of not graduating. Do you hear what goals they have. These are kids with untapped potential that really want to make something of their life, and now they're hooked up with mentors. And they're the same kind of students that are being served by the Who Do You Stand For check-in, Check-out and Byrd High School too.

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Ms. Lamm: So I thought it was very clever to show the videos, and you showed this at a staff meeting early on in the school year and asked people who would like to coach and be a Who Do You Stand For check-in, check-out mentor for these students? Did they all get taken?

Mr. Knowles: We had an excess of coaches.

Ms. Lamm: Had an?

Mr. Knowles: Had an excess of people want to be a coach, and actually we went an expanded and we picked up about five or six more kids that we had eliminated by using our data dashboard. Cause we try to eliminate the 20, and one of our criteria was that you couldn't be a direct teacher of the student. Because we didn't want you to have negative interactions with them, you might have to discipline them, or they, but we wanted you to be someone that they could go to as a positive role model in the building,

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or a support if they, attendance was their main issue, and if you were somebody that couldn't get to school on time they'd call you and say hey why aren't you coming? Or hey I'll get your work set up for you, somebody in the building they could go to that would be positive and non-punitive.

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Ms. Lamm: Okay, thank you and I'm just gonna end it there. So pull out your takeaway, page 29. What is your takeaway from Meadowbrook High School, and just do a pair share with an elbow partner and I'll get the next group up here, which is Salem Church, okay?

Dr. Butta: No I can introduce myself.

Ms. Lamm: Okay give me enough time to put this on, it's on. Okay great, okay so I hope you got a takeaway written down, and I'm gonna introduce the folks from Salem Church Middle School. this is Ken Butta who is the principal and Jaime Stacy who is one of the assistant principals.

Dr. Butta: Good afternoon, whoa that's loud. Salem Middle is a, one of the smallest middle schools we have in Chesterfield County. We're about 850 students.

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Dr. Butta: About half majority, half minority students, somewhere, 55 percent free and reduced meals. We are a catchment school for intellectually disabled students, for all the deaf and hard of hearing students for our county. We have programs, we're an autism catchment school. We get a lot of the physically handicapped students, so we, we pick up a lot of high need students in our building. And a few years ago one of the issues that our faculty talked about was how do we get, it's the same thing, it's this consistency. That students ought to come to us knowing how to take notes, knowing the behaviors that we expect, and for years we said, well when we learned, or we signed up to be teachers we also didn't sign up to be parents. But every year the behaviors never got any better.

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Dr. Butta: So it's a choice of saying, you know, they ought to know how to and you know, list ten things, or do you say we do what we do best and we teach? So the faculty decided that we were going to teach the behaviors, the skills, the things that students need to know to be successful. And so today we're gonna talk about a couple of things, we're gonna talk about, Jaime will talk about a, a small group of students that we've put together called our Team Acceleration. And then I'll talk about our success time, and how we integrate both academics and behaviors skills.

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Ms. Stacy: Before I begin to talk to about Team Acceleration I need to preface this with the fact that before you're looking to implement any programs in your building you have to take into consideration the need to put in place the right teachers, and the right supports that are going to help these students become successful. Because a lot of what we're gonna talk to you about today has a very big relationship factor to it.

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Ms. Stacy: When we were starting to do our planning for the 2011-2012 school year we started looking at the data of our rising sixth grade students. And in doing so we found out that we had a pocket of students that we were extremely concern about. They were barely passing the fifth grade. They had, they had very low SOL scores, and in addition their attendance and behavior rates were very low as well. So we knew we had a, we had to do something with these students. They eked by enough to come to us, but we had to make sure we had stuff in place for them, and we knew that the traditional middle school model of switching four classes, it was probably not gonna exactly work for these kids. So we established a team of two teachers, one regular Ed. teacher who had a middle school endorsement and a special Ed. teacher to help with our students who were in need of these services, and basically followed the one room classroom model.

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Ms. Stacy: And these students also received support from our communities in schools program, and they receive intensive supports from our school counseling staff as well. These students went through basically a lot of cross-curricular project based activities. They were able to go on field trips and participate in lots of projects throughout the school. We had a lot of success stories last year. One hundred percent of the students involved in Team Acceleration graduated, or moved on to seventh grade. They were promoted to seventh grade, in addition our school spelling bee champion in our whole building came from Team Acceleration. We even had a couple of students in Team Acceleration move on to not just our regular level of students, but to our honors institute, which is very, our basically our highest, our highest group in our building. And then we also had from students, and these were student's comments, saying that they are, they felt their behavior improved and that they were more motivated to come to school.

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Ms. Stacy: They really felt like Team Acceleration was a family, and they appreciated that. And as far as our SOL data, I'm gonna kind of let that speak for itself. When you look at Team Acceleration in math compared to the rest of our regular sixth grade students those were their pass rates. When you take into consideration their reading, and social studies scores, where as you know, social studies is very reading intensive, half of these students weren't even reading on grade level. Or actually they weren't even reading on a third grade level when they came to us. So that's pretty profound.

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Now as we went to the, moved on to the 2012-2013 school year on to this school year we started looking at what are the, what are the students, what's their potential drop out rate? And we looked at their academic progress, we looked at their grades, we looked at their classwork, we looked at attendance.

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Ms. Stacy: And then we took a step back and said, okay so what do you need to do for these rising sixth grade students coming to us again? So once again we pulled the data, and these are the numbers that we found out. Twenty-five percent of our incoming sixth graders for this school year had ten or more absences, 25 percent. Some students had over 40 days of absences and they were coming to us. In addition we had fewer than 65 percent of the sixth graders passing their math SOL, and 20 percent of the sixth grade students scoring below 425 on the reading SOL. When we got these students in in September we found especially when we set them up for Team Acceleration we actually found out that only, that half of these students were reading on grade level, actually I think it was like one student that was reading on grade level. Half of them were reading at a third grade level, and the rest of them were reading below a third grade level.

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Ms. Stacy: So we decided to make two Team Accelerations, it moved from a one team course, or one teacher course to a two teacher team. So one teacher, the same teacher we had last year, they are taking care of the math and the science. The second teacher was taking care of the language arts and social studies. We still had a special Ed. teacher to service those students. We also have a wide variety of how do you say interventions for our students who require a different level of intervention, I'm gonna let Dr. Butta talk about our interventions we have here.

Dr. Butta: The SOAR program our Saturday Opportunities for Readiness, it's Saturday school. you can get assigned to that, but we have a lot of folks who volunteer to come in, a lot of parents say I want my child to come in and work on school on Saturday. Way more than we ever thought would happen. Game day help sessions, one of the things we say to our parents, our sports start at three o'clock in the afternoon we're out at two.

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Dr. Butta: So we hold study sessions prior to that, if you come to that study session you get a free ticket to attend whatever the sporting event is. A big part of, of what we're doing now is a school wide effort that started with as they did at Meadowbrook, looking to recapture time. So we created a set of common standards for how we begin class. You know, it would be kids would kind of wander in, and we would lose the first ten or twelve minutes of class with things just fumbling around. So we created a procedure for the first 15 minutes of class. We don't ring a tardy bell to class. It'll be a bell that

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dismisses class, but there is no tardy bell to class. Cause once that bell rings they're already tardy, it doesn't change behavior.

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Dr. Butta: So what we said to students is you have five minutes to get to class, they don't really know how long five minutes is. So if a teacher says get in the room and sit down, get ready to work, well time is up. I have to get in, what we found is we were getting kids to class faster than if we rang a bell, probably saved about a minute to a minute and a half each period. During that first 15 minutes nobody leaves the room. There is work assigned on the board, there is a common set of expectations for every classroom that we can go in and easily observe. The same with the end of class, there is a procedure for how you end class. All of these things are posted in every room. Along with our basic behavioral expectations. So as you've heard before it's about rigor, it's about creating relevant experiences for kids, but most importantly it's about building relationships with students. We carved out a block of time every day in fact we've for years we've actually had a, sort of an academic support time.

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Dr. Butta: And it would run some years the first period of the day, that doesn't work very well cause parents say well you don't have to come to school cause it's not really a class. So during our lunch time we have over the period in which we have lunch we've made a 30 minute block of time. On Mondays there will be lessons that are, that are based around academic and behavioral skills. We told teachers that we need to do work for what we need to provide opportunities for our kids to get remediation during the school day. Other than that they could design how it would work, originally it was if, if you were a language arts teacher my thought was it would be better if you remediated students that you didn't have during class time. Because I may have asked five times in class could you explain this to me?

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Dr. Butta: And you know how it is you keep getting that question, students feel I can't keep asking that same question over again, but if somebody else explains it to me that may be a better way of doing it. Problem is teachers didn't like that, they wanted to know who their students were. The trade off was if you taught your own students cause this is your fifth or sixth period class, you would have to be able to do all of these things in your class. So how does somebody teach on Monday academic and behavior skills, on Tuesday I'm an English teacher but I'm teaching math. That didn't seem like it would work very well. If you use a blended learning model it works really well, so teams of teacher created PowerPoints, handouts, videos that are housed, we use [Edmodo ?] was our blended learning platform. If you're not familiar with that take a look at it, it's set

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up like a Facebook model but it is secure. Kids can interact with teachers, but not so much with each other.

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Dr. Butta: And so teachers store in [Edmodo ?] the lessons that are gonna be presented, you project them and, and then carry out those lessons. So math teachers create the math lessons that would, might include a video, a [ConAcademy ?] video let's say. So as the, as an English teacher who is doing a math lesson I play the video, I show some sort of a PowerPoint, kids do the work. I collect that work and return it to their math teacher, it counts. It's a grade that they've done that work. So every day during that block of time there is some kind of remediation going on whether it's about basic note taking skills, how to listen better, how you learn, advisory and college and career awareness. If you're a guidance counselor you know, or a school counselor you know that getting that opportunity to get out and do classroom counseling is really difficult. But we do that every Friday.

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Dr. Butta: And so our school counselors create a lesson, a PowerPoint that they narrate, so all you do is press play, and one of the counselors is talking about whatever is important at that time. Whether it's bullying prevention, or college and career awareness. So that occurs every single day, now at this time a year we're only doing Fridays. We've just, starting this week we changed it to only on Fridays, and so that we can have that, a little bit of time back into classrooms. Teachers really want SOLs are coming up, I need that five, ten minutes.

Ms. Stacy: And something to add to this, the things that we've shown you today they're not necessarily something we've had to create from scratch. There is a lot of stuff out there, for example the college and career readiness our school counseling coordinator applied for and received a grant for the Sally Mae Kids to College Program. And along with that came a lot of materials and resources that she was able to put out to our teachers.

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Ms. Stacy: So once again it was something that was readymade for our teachers. When the math teachers created a lesson they created a lesson to give to everyone. They weren't, all the teachers were not having to create individual lessons.

Dr. Butta: So we ran focus groups about this, focus groups of teachers, focus groups with students to get feedback on what they thought about it. We made changes, and have improved things. There is a lesson plan that goes with each one, they're all standardized, and again this is all crated by our teachers. Administration did not create

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these things, and they've done a fabulous job with that, so every time you get a lesson plan, tells you exactly what you need to do. And it's available a week in advance.

Ms. Stacy: When you're putting together a kid of intervention for you own building, or for your school, or for your division you need to keep in mind that you need to consistently assess your needs. What we, what worked for Team Acceleration last year wasn't going to work for the students that we had coming into our building this year. the needs of each students are different, the needs of each class are different. In addition you need to make sure you identify your resources.

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Ms. Stacy: The interventions that we shared with you today, not a lot of them had any cost to them. The Kids to College we were able to get a grant for that. Our SOAR, our Saturday interventions we do get money from our Title two funding to help pay our teachers. But in the fact we've actually had teachers volunteer time to come in and work with these students, so it takes a lot, a little bit of tweaking and thinking but there are ways to get around these things. And then last but not least you need to make sure you're consistently motivating your students. They need to understand that they're reaching a goal, that they, they're kind of like keeping their eyes on the prize and providing just little incentives for them can really go a long way.

Dr. Butta: So we hope that doing these things for our students that the next speaker you'll hear Andrienne is our students pretty much all go to L.C. Byrd High School. And so we're hoping that if we do some things we make their life a little bit easier, and so that they don't have to do so much with Operation Graduation, so.

Ms. Lamm: So they'll be in good follow up, they'll be in good hands at L.C. Byrd, okay.

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Ms. Lamm: Take out your takeaway chart, find one takeaway that you heard from Salem Church Middle School, and we'll get our last presenter up here from, thank you.

Dr. Butta: If you're interested you can email us and we'll send you some information.

Ms. Lamm: Thank you, thank you, thank you.... Okay, everybody got your take away written down? All right, I'm gonna introduce our last school presenter. This is Andrienne Blanton who is AP at L.C. Byrd High School.

Ms. Blanton: I'd like to say the best for last but Chad and Kena always take the stage, so that was a great segue talking about Byrd. We're a little bit larger high school than Meadowbrook, similar populations. We're about a third Hispanic, third Black and a third white.

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Ms. Blanton: We pretty much are all middle class, we don't have a rich neighborhood that we pull from. A lot of single family homes, so but our, our parents we find just like Salem you know, they want their kids to do well. They want them to be successful, and so many of them can't see that that's an opportunity. So we are trying to you know, in, invite them to try to be successful, and we've, we've done a lot of what Salem and Meadowbrook has done. But I'm gonna talk more about our Project Graduation team which we started last year with our seniors. You know, with SOLs we really just kind of look at it and realize we are not gonna make AYP. We could pray a lot, but it is not gonna happen. But what we can try to do is make our graduation rate, and get those kids graduated. Because we all are in this to get them through all the 13 years of school, so that's what we're really here for. The first slide here talks about our tiers of intervention. The very first thing we did was what do we already have in place? What do we do for all kids? Some kids? And then a very select group of kids? So we kind of figured out what we already had going on.

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Ms. Blanton: Cause you don't want to come in and reinvent the whole wheel, you know, you want to see what works? What doesn't work, where we can send kids as problems arise. So the first thing we did was got our, we call it our pack team but it's our department chairs, our team leaders, things like that. People that are in the building and know what's going on, so the first thing we did was identify all our tiers and all our interventions we already have. Then we kind of started to individualize, and I created a data dashboard, which I'll show you in just a minute. And we came up with kind of what we were looking for as far as our tiers, of how we were gonna identify kids. And I actually, we've got it up here as ABCDE, we did a lot of colors too for who was, we talked about our red kids that we kind of had to just let go. They were maybe too far gone, and then we talked about our green kids that are probably gonna make it through with a little bit of nudging, and then in between is really what we're working with here.

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Ms. Blanton: We, so kind of let's start down with E, looking at other individualized plans. That was that red zone I was talking to you about, those kids that have too, don't have, they're a junior but they're 19 years old and they're not gonna make it through. Let's start looking at GED for them, let's start looking at maybe getting them into Job Corp. things like that. The next step up was our kids who maybe were being successful in their classes but couldn't pass that ROR, or couldn't pass that math SOL to graduate. You know, what kind of intervention do we need to put in place for them as far as SOLs? We had another group of kids that their entire life they've had trouble coming to school, and now their senior year it seems to be biting them in the butt. You know, because that senior English teacher is not gonna make it happen just because they show up on test

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day. You know, so we had attendance conferences with them. The other thing was grade conferences, you know, talking with kids about you know, you're only taking English and government, those are the two classes you need to graduate and you're failing both of them.

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Ms. Blanton: You know, sometimes you have to have those very blunt conversations, they don't look at their report cards. They don't look at [Edline ?], they think oh yeah I show up it's gonna be fine. And then class A was maybe a kid who this is where we really got intense with our intervention. This was our Who Do You Stand For Program, that's the W-D-Y-S-F things, Who Do You Stand For. Well we looked at our faculty and we talked a lot about what are we missing, and we needed something to bring us all together and feel good about what we were doing? We're so in the trenches with SOLs, but none of us got into teaching cause of SOLs, we got into teaching because of kids. And we wanted teachers to have a chance to build a relationship with a kid, and I'll get emotional talking about it. But graduation became a very emotional experience last year, because you became very connected. And we identified 43 seniors for Who Do You Stand For, and I met with each of them and said you know, is it okay if I assign you a mentor. A teacher in this building to kind of help you through, maybe to text you in the morning, get up and get to school?

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Ms. Blanton: Or you know, buy you that movie ticket when you made it five days in a row, or you know, just that person to kind of help you along. And I promised all the kids I'd give them a mentor, but I didn't really know the teachers would step up. But fortunately they did, so we were very fortunate. I took a picture of all the kids, as they came in my office and I met with them. And I posted all the pictures around the faculty meeting, and our principal did a big roll out. She's real dramatic, and you know, talking about why we all got into teaching. And how sad it would be if your child didn't walk across that stage on June 10th. And so after the faculty meeting we said, now look around this room at these pictures and see if there is a kid that you'd like to you know, basically adopt for the year. And there was this mad rush to go get these kids off the wall, in fact we ran out of pictures. You know, it was, it was very powerful, very it felt really good.

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Ms. Blanton: And it also brought our faculty together in the fact that you know, if you're trying to help your kid through English and government. The, the math teacher that's the mentor has to go talk to an English teacher. And a lot of times they don't get out of their little departments and go talk to other people in the building, so that was another side effect that we never saw as, you know, coming out of that. So that was just really cool. I

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think I've gotten really off task here, but Who Do You Stand For, something I'm just really passionate about. And of those 43 children last year 38 graduated, so we had a 84 percent graduation rate. And at semester all of those kids were not looking at graduating, so it was pretty powerful. And there were several tears as certain ones walked across the stage last year. Please, I don't really know what that is. Okay thank you ma'am. All right, so the Project Graduation team is who kind of gets together and comes up with how are we gonna identify who those kids are that need that mentor?

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Ms. Blanton: Our team is made up of the administrators, counselors, we have a success program, which is our ninth grad intervention team. But they also become mentors as they become juniors and seniors. Our, WIA director, WIA stands for Workforce Investment Act. It's a grant that we got through the federal government that helps our kids in poverty get placed in jobs, and how to help them apply for college and all kinds of things. So that's one of our interventions, our testing coordinator, you got to have somebody on board with your SOLs to help keep you track of who needs those SOLs to graduate. Your administrator of special Ed., social worker, psychologist, attendance clerk, all these people have to be on board. Cause it takes everybody to create the dashboard, and also to help these kids along. Then the data criteria, each nine weeks we go through and revisit who is on our list.

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Ms. Blanton: We mainly identify them at the first nine weeks, our seniors. But then we also reanalyze like put about ten more in at semester that drop off. You know, some of them lose their minds over Christmas. This is really hard to see. But this is what our data dashboard looks like. And on the data dashboard there are certain criteria that we use to identify these kids. Again it's talking about SOLs, attendance, I did the attendance by percentage because when you look at and you realize that all of a sudden first nine weeks they've missed 25 percent of the days that sounds a lot more significant than just saying eight days. You know, so I did it as a percentage. We also identified whether it was special Ed., ESOL, and then we talked about which classes they were failing. And you know, when you print your failure list, cause I just did it again for the third nine weeks it's like, it's just like six pages. But those kids, they don't need maybe German five to graduate. You know, you have to narrow it down from who, what they really need to graduate.

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Ms. Blanton: And that's what the counselors really come in and help you figure that out. Like I'm in a panic cause I've all of a sudden realized there is a kid I've left off all year and he's failed Ecology and he's got to have that science to graduate. So little things like that it's real important you involve those counselors when you're creating that data

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dashboard. Down here at the bottom it has A, B, C, D, we basically go in a war room. At the end of the nine weeks and identify who needs and SOL plan cause it's gonna be a list of probably for us we have 400 seniors, and it was about 100 kids. Well I can't get 100 mentors, so I need to narrow down which kid needs what. Who needs an SOL plan? Who needs an attendance plan? And who needs that mentor cause they got it all going on? You know, so that, that's where this data dashboards is so key, and it's important to take that time and have those conversations. You don't want to waste a mentor on a kid that you know, has been given a lot of support services.

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Ms. Blanton: I know our special Ed. coordinator is great about, you're cutting me off aren't you? All right, I'm just gonna keep walking this way. Anyway, you know, they're, guidance counselors, special Ed. coordinators know these kids, and a lot of times they'll tell you, you know what? We've done a lot for him, give that mentor to somebody else. So those are important conversations to have, I hope I've touched on some of the things you wanted me to. Okay.

Ms. Lamm: I'm sorry to cut you off there, I know we've got an evaluation piece that we weren't aware of that we're gonna do at the end. But thank you Andrienne, and what I've really been impressed with is you know, she always makes it sound so low key. But you had 43 kids and you got, you know, 85 percent of those kids to graduate. Lives were changed because of what you did by keeping on top of the data, and seeing what students needed, and getting them to the interventions that were gonna make a difference for them, for many of those families there were kids that had never, they were the first one in their family to graduate. No one else had.

00:59:00

Ms. Lamm: I know for your work, Workforce Investment Act, you got one kid with a job where he was working on a NASCAR car. It saved that kid. That kid was able to reengage with school again, so great things have happened out of that. so I hope you've been putting down your take aways, and you probably got a great take away or two from Byrd High School as well. I'm gonna turn it back over to Sophia to close it up.

Ms. Farmer: Okay you guys have had some great examples of that problem solving process synergized in a way that lets those kids dance to graduation. Including at Byrd where some of them might not have gotten to dance on June 10th right if we hadn't intervened. You've heard a lot about core instruction from Bailey Bridge, and different practices. I want to make sure we don't forget systems. When we talk about systems remember it's the adults, and you heard Chad mention at Meadowbrook how much adult support they are giving through reinforcements and lessons for adults. Okay, so when we look at, and I think we heard several other examples of how they're supporting adults and adult behavior.

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Ms. Farmer: Because without that we're not able to support the kids to the best of our ability. So you've got your take aways, I don't want you to forget about the last step in our process, and we heard it mentioned, about monitoring implementation and monitoring progress. Data doesn't go away, we don't just do it at the beginning, but we do it throughout the process. How do we monitor implementation? How do we monitor implementation around two fronts, both for progress towards outcomes, and implementation fidelity? Did we do what we said we were going to do, and do it well? And when we're working with PBIS, this is just a point of reference for you and when you have different interventions that you implement in the classroom they should have or you should have an idea of what it takes to implement with fidelity, and to measure that frequently. So as part of the PBIS work, and are we implementing with fidelity we have fidelity tools that would do that.

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Ms. Farmer: And that's just for your reference the various critical elements. So to tie up let's get you ready for tomorrow, and then I think the VTSS folks have one more thing for you guys to do when we're done right? Need to speak to the whole group, okay. So don't forget evaluation, monitoring progress, monitoring fidelity, some parts are magic in any given process, other parts are a little tragic in any given process. Let's hope we get it to the tens. Okay, these are we're dancing again, these are the dancing our way till tomorrow. So if you look on your last page, page 33, okay. You have now been given a broad overview of the problem solving process. We've looked at what pieces can you add to the process that exist within your school. if you don't have one yet it's fine, we have an overview and we've done some systems planning around how we can, who we can ask, or who we can access to get one.

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Ms. Farmer: So for tomorrow you will have access to various people speaking on interventions. So start thinking when you did your resource mapping and gap analysis today, when you started talking about some of the problems you were seeing, and some of the goals, what you wanted to see, were there interventions that you think hey we might need some more information about? And tomorrow you're gonna have that around reading and around math, and some more around behavior. And this planner here will help you identify some practices you want to research a little more through our speakers tomorrow. Okay, is it a match to what we need? And what other information might I need to ask or access to implement that? So this is just an organizer to prepare your thoughts for tomorrow, and how awesome, and I know you're tired. We have one more dance our way to the end, and then they have something to talk to you about.

01:03:04

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[Video - See Ms. Farmer's PowerPoint presentation]

01:04:00

Ms. Trulove: You all are invited to stand up and bounce around until we get these handed out to you, but you can't leave. Shake it out....

01:05:00

Ms. Trulove: ...Okay we're at the end of the day, can you hear me? Okay, okay we've spent the day seeing how similar the behavioral side is to the academic side when you're implementing a multi-tiered system.

01:06:10

Ms. Trulove: I think so much of what we heard today is sounding very familiar with what we're doing with academics. So Cynthia and I were talking and she said that today has really demystified the behavioral side of the triangle if you will. So I want to thank everybody that participated, the PBIS people have worked so hard, and spent hours and it was truly a group effort. So thank all of you. Thank you so much, and we got another day tomorrow to look forward to. It's almost time to go, I want to introduce Dale Mann and [Trevor Loucher ?]. They, Dale is the executive director of Interactive Inc. we've been working with him since 2008 to document, we don't like the word evaluate, but they've been evaluating, documenting, gleaming best practices for beginning with the Rtl.

01:07:10

Ms. Trulove: From looking at the schools, looking at the divisions, looking at what we've done as a state to implement Rtl. So he's gonna briefly talk about what the latest, the data we've gotten so far and about the evaluation for this event.

Mr. Mann: And I am in fact going to be brief, I know the most dangerous place for a speaker is to be between you and those doors in the last two minutes of the meeting. So give me your attention I promise I'm gonna have you out of here in just a minute. A-S-C-D, Association for Supervision, right you all know ASCD, 200,000 people who make decisions in America. ASCD publishes a daily smart brief, how many of you read the smart brief? You should all read the smart brief, it's free.

01:08:00

Mr. Mann: Anyway, last Friday they ran a story that was wrong. The story said no significant evidence of Rtl, and it purported to report the consensus of research that's been done in the, in Rtl in the last several years. They're wrong because of what you do. This page, this is a one page summary from last year. That page starts with

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academic achievement, and it starts by matching the schools for which you and your predecessors have been responsible over the years with a propensity score match set of exactly the same kinds of schools all over the state. And Rtl, VTSS schools out run the comparison schools. The students out achieve the comparison schools in all three grade levels for English language arts.

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Mr. Mann: Four of the six grade levels for math, and four of the six grade levels for science. So you got statistically significant results attached directly to the work you're doing for the kids in ELA, in math and science. Now you know, there are little perturbations in there, it goes up and down for different kinds of things, but the answer is what you're doing is making a difference. And it shows up in the kids' work, there are other things on this page. We can tell what's happening in VTSS on a state wide basis because of your cooperation. So later this spring at a time to be determined by Dr. Cave we will be sending you, and students, and administrators a web survey. Take you ten, twelve minutes, Trevor is looking at me he thinks it's gonna take fifteen.

01:10:01

Mr. Mann: But anyway, it's, it'll be brief, it'll be painless and we need your cooperation. Please watch for it, please do it, and as you do it you will be contributing to the national knowledge about what works in this kind of intervention. You are leading the country, and I want to continue to document your accomplishments. I need your help, thank you.

Dr. Cave: Can I borrow your mic for just one second. Again our thanks to all the presenters today, a marvelous job, Sophia, Carolyn, everybody from Chesterfield, Dale City, and thank you for your attendance. Thank you for your attention. Thank you for still being here when Short Pump is like a half a mile over there, and we're looking forward to seeing you tomorrow. Good night then.

01:11:00